

## Level 1 Partial Quotients

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These number talks build on the knowledge of ten and finding easy multiples within the dividend. Students repeatedly subtract these multiples. One strategy for the first one: I know  $4 \times 10$  is 40 so  $40 \div 4$  is 10. I know  $4 \times 4$  is 16 so  $16 \div 4$  is 4. AND, I know  $10 \times 4$  is 40; subtract that from 56 which leaves 16. There are 4 fours in 16; add 10 and 4 to get 14; so  $56 \div 4 = 14$ . This may not be their method. Accept all strategies. Focus on the structure. Record their thinking. Ask "Did anyone do it a different way?"

### Week 1

$40 \div 4$

$16 \div 4$

$56 \div 4$

$40 \div 4$

$24 \div 4$

$67 \div 4$

$30 \div 3$

$18 \div 3$

$48 \div 3$

$50 \div 5$

$25 \div 5$

$75 \div 5$

$60 \div 6$

$12 \div 6$

$72 \div 6$

### Week 2

500

$50 \div 5$

$30 \div 5$

$80 \div 5$

$5 \div 5$

$10 \div 5$

$25 \div 5$

$50 \div 5$

$77 \div 5$

$200 \div 2$

$150 \div 2$

$350 \div 2$

$400 \div 4$

$80 \div 4$

$16 \div 4$

$496 \div 4$

$500 \div 5$

$100 \div 5$

$25 \div 5$

$625 \div 5$

### Week 3

$100 \div 4$

$80 \div 4$

$16 \div 4$

$200 \div 4$

$4 \div 4$

$196 \div 4$

$100 \div 5$

$200 \div 5$

$30 \div 5$

$5 \div 5$

$235 \div 5$

$100 \div 4$

$40 \div 4$

$24 \div 4$

$4 \div 4$

$124 \div 4$

$160 \div 8$

$24 \div 8$

$184 \div 8$

$100 \div 4$

$200 \div 4$

$40 \div 4$

$16 \div 4$

$256 \div 4$